DOCUMENT RESUME

ED 133 317 95 SP 010 707

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TITLE Higher Educations's Role in Inservice Education: Highlights of a Leadership Training Institute Held in Atlanta, Georgia, December 1-3, 1976.
INSTITUTION American Association of Colleges for Teacher Education, Washington, D.C.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE Jan 77
NOTE 47p.

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS *College Role; *Higher Education; *Inservice Teacher Education; *Institutes (Training Programs); Program Improvement; Schools of Education; *Teacher Educator Education
IDENTIFIERS AACTE; American Association Colleges Teacher Education

ABSTRACT

This report consists of excerpts from manuscripts and oral presentations, summaries of group work and individual evaluation forms, quotations from taped interviews, and editorial paraphrases that highlight the American Association of Colleges for Teacher Education (AACTE) institute program on higher education's role in inservice education. Eight topics are presented. The first presentation analyzes the different, but effective, approaches to the inservice education of teachers and offers a rationale for the wide range of practices that exist. It is followed by a reaction paper. The second presentation attends to the circumstances of inservice education in higher education and suggests some changes to be considered by members of the higher education community. It, too, is followed by reaction comments. The third selection offers some views of teaching and teacher education that require serious examination, if not outright rejection, according to the author, and is followed by reaction statements. The fourth presentation is a summary of small group discussions on definitions and purposes of inservice education and higher education's role in inservice education. The fifth section presents resumes of state--Alabama, Florida, Georgia, North Carolina--plans for inservice education. Sixth, resumes of university and school inservice education programs are presented. The seventh section consists of participants' comments about the institute program and suggestions for improving future institutes. Eighth is a memorandum addressed to the faculty of the College of Education at Wright State University that serves as an example of the impact of the institute on its participants. Appendix A lists the roster of program personnel; Appendix B is the program's schedule of events. (MM)

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ED133317

HIGHER EDUCATION'S ROLE IN INSERVICE EDUCATION

Highlights of a Leadership Training Institute
Held in Atlanta, Georgia, December 1-3, 1976

Sponsored by the American Association of
Colleges for Teacher Education and its
Project on Performance-Based Teacher Education

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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Edited by

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January 1977

SP 010 707

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Colleges for Teacher Education
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Washington, D.C. 20036

This publication was developed pursuant to
a contract by the U.S. Office of Education
Department of Health, Education, and Welfare
to the University of Wisconsin Teacher Corps
Associates Project.

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INTRODUCTION

Ten years ago the topic of inservice education for school personnel would not have attracted much attention or interest among faculty and administrators of higher education institutions. But today the situation is different, much different. Colleges and universities -- especially their departments or schools of education -- must be concerned about the kind of inservice education opportunities provided for school personnel. They have no option unless they cease to offer educational personnel development programs.

Developments within the last decade have drastically changed the conditions which were characteristic of the sixties. These developments are multi-dimensional in nature involving social, political, economic, and educational considerations. The institutions of higher education in particular have been impacted by these changes. It seemed appropriate, therefore, for the Association to sponsor another in its series of leadership training institutes and to focus the institute program on higher education's role in inservice education.

Program elements were incorporated which would (a) examine the present context in which inservice education must be planned and delivered, (b) address the issues inherent in defining inservice education and its purposes, (c) present alternative delivery systems, and (d) explore in depth what higher education's role in inservice education could/should be.

Because so much of importance occurred during this two and a half day conference in Atlanta, and because participants insisted that a summary of the presentations and discussions be disseminated, we have developed this report in the form of highlights of the institute program. It consists of excerpts from manuscripts and oral presentations, summaries of group work and individual evaluation forms, quotations from taped interviews, and editorial paraphrases. We hope that these highlights will be useful to those who participated in the institute as well as to others concerned about higher education's role in inservice education.

Special recognition is due those persons who gave presentations at the institute, to the reactors to those presentations, as well as to institute participants, for it is essentially their ideas which make up the substance of these highlights. Recognition is also due Carl Grant, Director of the Teacher Corps Associates Project; Shirley Bonneville and Penny Earley of the AACTE staff; and Lana Pipes of the ERIC Clearinghouse on Teacher Education staff for their contributions to the Institute and the development of this publication.

Karl Massanari
Editor

I. INSERVICE EDUCATION: PERCEPTIONS, PURPOSES AND PRACTICES

An attempt to provide a rationale for the present state of the art, and a projection for the future.*

Herbert Hite

The purpose of this paper is to analyze different, but effective, approaches to the inservice education of teachers, and to offer a rationale for the wide range of practices which exist. The paper is intended for persons who are responsible for planning and directing inservice education programs.

After examining the reasons for the increased importance of inservice education from the point of view of colleges of education, state departments of education, school districts, the public, and teacher organizations, the author summarized the status of inservice of education as follows:

Unlike the preparation of beginning teachers, inservice education has no tradition of what constitutes a basic program. Different perceptions imply different sets of values -- what ought to be the way to undertake professional development. Because values do not lend themselves to technical criticism, each different definition may be legitimate for its supporters. The way inservice education is perceived seems to determine the activities and content of programs. Thus, there are very different perceptions of inservice education which lead to equally different programs in operation.

The author then addressed the definition problem and offered a trial definition of inservice education:

Inservice education consists of those experiences which are designed to help practicing teachers improve their services, both to clients and colleagues. Value-laden words in this definition are "designed" and "improve." The first implies purpose; the second implies higher standards of performance.

He noted that different agencies within the education profession tend to emphasize different aspects and purposes of inservice education and hence its definition depends upon who defines it. This creates a dilemma.

The dilemma for teacher education seems to be that there may be no specific guidelines for inservice education which are appropriate to every situation. Unlike the preparation of beginning teachers, the continuing education of experienced teachers may not be generalizable, but specific to the values concerning inservice education which are held in each local setting.

*It is anticipated that the complete manuscript will be incorporated in a future AACTE publication on inservice education.

After examining competency-based teacher education as an example of the dilemma, the author addressed the topic of what are the determiners of inservice education programs.

Determiners of Inservice Programs

A blend of local conditions probably determines the purpose of inservice education for each specific project. At least four factors contribute to this local set:

(1) The person or agency who has most control over the reward system will have certain priorities.

(2) The State, local board of education and the Federal government may have laid on guidelines which limit or shape the program.

These two factors contribute heavily to

(3) The operational meaning of inservice education. This meaning is perhaps most critically defined by

(4) The role of teachers. Is inservice education something which is (or should be) done to teachers? Should it be done by and/or with teachers?

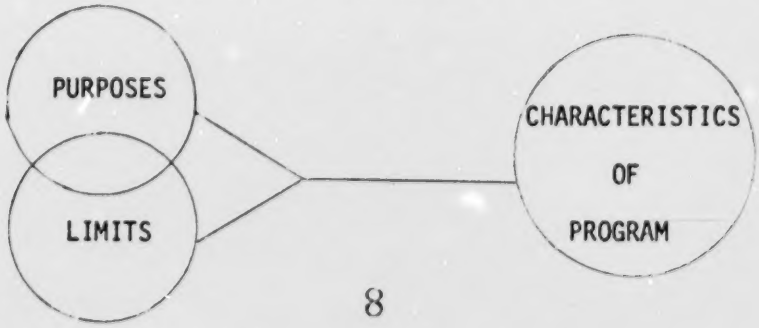
These four conditions will reflect both the status of inservice education in the local setting and will have much to do with how the planning team define what ought to be the nature of inservice education. Two other factors probably have most to do with determining what is possible. These two factors are:

(1) The resources which are available for inservice education -- both human and material; and

(2) The incentives for teachers to undertake inservice education.

There will also be incentives for agencies -- for the local school district, the cooperating university, the teachers' organization and perhaps the community.

The characteristics of the actual inservice plan are logical consequences of the value judgments which shape purposes, and the resources and rewards which determine the impact of the program.



Fifteen Factors

In addition to the four factors which seem to have much influence on purpose and the two factors which seem to set limits for the program, there appear to be nine other factors which characterize the program which results. All 15 factors are listed and described below.

(In the complete manuscript, variations for each of the fifteen factors are delineated. They are not included here.)

1. The Authority Structure, or Control: Who owns the program? Who controls the rewards? Granted that all effective programs involve the groups who will be affected in the decision-making process, nearly always, one of the agencies has the most weight in determining the thrust of the program.

2. Mandates: What state regulations, legislation, federal guidelines, or local district requirements shape possible inservice education program goals?

3. What does inservice education mean in operation terms to local teams?

4. The role of teachers in the program: Are teachers seen as subjects for remedial instruction? Are they thought of as needing constant monitoring to be sure that they are accountable for basic skills? Are they thought to be fully-credentialled professionals, capable of designing their own continuing education?

5. Resources: How much program will there be? How much expertise can be brought to the site? How much time of teachers will be released? What will be the effects of outside funding?

6. Incentives: What are the extrinsic and what are the intrinsic rewards?

7. What is the potential role of CBTE?

8. How are performance objectives, or specific goals, defined?

9. What is the nature of the content of the program?

10. How will the program be delivered?

11. What are the roles of the teachers of teachers?

12. How is the community involved?

13. How will teachers' participation be assessed?

14. What is the process for monitoring the program?

15. What are the long-term goals?

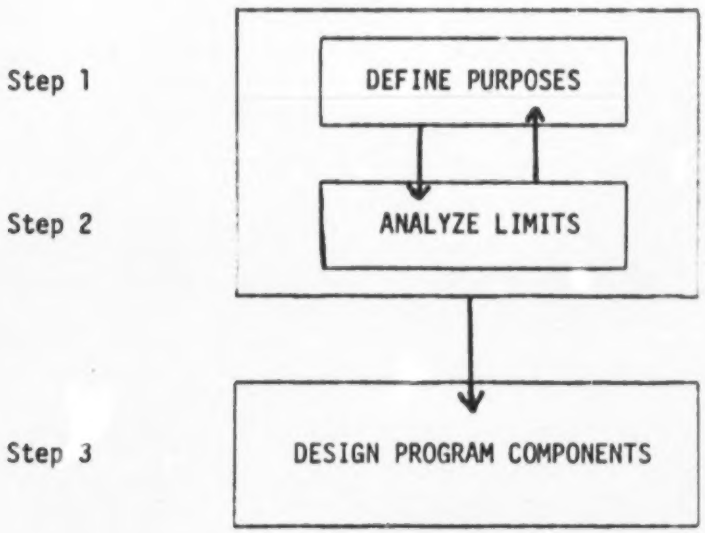
The author then presented detailed scenarios of three different inservice education programs clustering the determiners in different sets and noted that "all three programs may be equally effective -- different, but equal." He then offered suggestions for how inservice education programs should be planned.

Steps in Planning Inservice Education

Are there some lessons from this analysis? Given the complexity of planning programs on the basis of variable conditions and sets of values regarding inservice education, there are still a few procedures which seem indicated.

It seems clear that a planning team should attempt first to define the purposes for an inservice education effort. An analysis of local conditions will probably indicate what is, or has been, the status of inservice education. Mandates from external agencies and the aspirations of local participants will help define what ought to be the nature of the program.

A study of the potential resources and incentives will determine what is possible. Then, the actual program should be planned to achieve the possible. The accompanying chart illustrates this planning process.



EXCERPTS FROM THE REACTION TO THE HITE PRESENTATION

Joe Richardson

Professor Hite presented a comprehensive review of the problems, practices and possibilities for inservice education. He stands clear of attempting any closure of prescribing a panaceas. The issues were clearly stated and included the perspectives of both higher education and elementary/secondary education.

Hite addressed the problem of higher education's response to the request of teachers and administrators for inservice experiences by chronicling some of the attempts that have been made ir the past. He touched briefly on the notion that perhaps those of us in higher education may need some inservice in order to be effective with elementary and secondary teachers. Further elaboration could have been made to include the possibility of college and university personnel spending more time in school observing, listening, becoming aware of school settings, and in general developing relationships that foster collaborative problem solving techniques. It seems clear that many of us in higher education do need inservice if we are to be more effective in working with school personnel.

It seems rather obvious that inservice offerings developed solely out of individual expectancies for "good teaching" behaviors are insufficient.

Certainly the whole question of teaching load and faculty responsibilities needs to be re-examined. The traditional credit-hour, course-load notion does not cover this sort of arrangement.

Professor Hite discussed the competency-based teacher education movement. His approach was reasonable and sensible. CBTE may have a part in an effective inservice design. However, a total application generalized as the model for inservice is restricted and unrealistic.

Membership consideration was given to concepts involving community involvement. Any inservice effort needs to consider the role of the community both from the standpoint of needs as conceived by the community as well as utilization of community resources in the design and implementation of inservice activities.

Professor Hite has provided a real service through the development of his paper. He presented an accurate picture of the state of the art and then proceeded to describe a number of alternatives that might be considered in improving efforts in inservice activities. His emphasis on developing a collaborative model may well have been the significant message.

II. THE SCHOOL OF EDUCATION AND INSERVICE EDUCATION*

Roy A. Edelfelt

... It is no secret that the inservice education of teachers and other personnel in education is a topic of major concern to people within and outside the teaching profession. The inadequacies of inservice education have been well documented in recent writings and speeches. Teachers, other educators, and the public have in various ways indicated that this is the time to give attention to the career-long development of public school personnel if we are to have the quality of schools this nation needs.....

I will not belabor the background, present practice, or the reputation of inservice education further because that case is made adequately elsewhere. I will attempt to give attention to the circumstances of inservice education as I think they exist in higher education and suggest some changes that ought to be considered by members of the higher education community (particularly schools, colleges and departments of education) with their colleagues in the public schools. I want to reiterate the phrase with their colleagues in the public schools because I don't think progress in inservice education can proceed without that collaboration. I don't think you would want it to when you consider the problems we face in the teaching profession. The problem of proceeding with your colleagues in the public schools is unique and difficult. It is fraught with academic, social, and political hurdles.....

> The speaker then discussed in some detail the nature of these academic, social, and political hurdles. Particular attention was given to the "cultural and sociological differences between public school and college personnel" which has resulted in such differences as those exemplified in: (a) the degrees of freedom enjoyed by each group in their respective control of time and schedule, freedom of movement, and in perogatives in decision making; (b) teaching styles employed; (c) the bases for determining teacher/faculty loads, and (d) the nature of reward systems.

... My intention in bringing out these facts is not to discredit anyone. When departments, schools, and colleges of education succeeded in joining the university community, they bought into that system.

It is now apparent that accepting traditional undergraduate and graduate traditions in higher education does not serve professional purposes very adequately. Teaching of the kind and quality we advocate in schools of education does not prosper well in such circumstances. A professional school requires much lower teacher-student ratios for effective professional training. Clinical and field experiences in graduate or inservice education require much more time and faculty attention. If teaching, research, and field experiences are to be welded together to create and develop the

*The complete manuscript will appear in the March-April 1977 issue of the Journal of Teacher Education.

teacher-scholar as a professional practitioner, some different formulas for college faculty loads are needed.....

The political system of the college or university cannot continue to control the professional schools of education. We cannot relegate decisions about admissions, curriculum, courses, field services and inservice education to academic senates that include the entire college or university. The notion of an all-university teacher education program must be reinterpreted so that the people who know most about the profession -- professional teacher educators and practitioners -- make the final judgments. This is not to say that professors from other fields, as well as many others, do not have an important role in professional education decisions. It does assert that control of the profession must be by the profession, within the perogatives delegated to us by the public.

There are several interrelated aspects in the present scheme of teacher education that require change and sustained research and development. I will suggest some changes as they relate to inservice education and the school of education and ask that you consider them in an R & D framework..... Inherent in what I suggest is the conviction that inservice education not be considered in isolation. It is part of a total preservice and inservice teacher education scheme. It interrelates (or should) with curriculum development, the improvement of instruction, and creation of an environment for productive, constructive living and learning. It demonstrates accountability: it illustrates in action a profession ensuring that its members maintain satisfactory levels of competence.

Nine Suggestions for Teacher Education

First of all I suggest that schools of education should become professional schools in the control and service of the profession. Essential to status as a professional school is more autonomy in the university community. Adequate autonomy, accompanied by a commitment to the teaching profession, should make possible a review of the condition of the profession--where it is, where its needs are, where it should go, and the role of higher education in serving the profession. Such a review should be undertaken by professional schools with practitioners.....

A second suggestion is that schools of education need to give attention to adult learning. If schools of education personnel are to help teachers and other professionals in schools, they have got to develop new ways to treat and associate with school personnel. College professors cannot continue to treat school personnel like children, or like students in the traditional sense. I make this argument not only because professors can no longer defend the status of such a relationship, but, more important, because that relationship is unsound psychologically. Mature school personnel will not respond to -- nor will they learn much from -- professors who expect or demand conformance, subservience, and deference.....

This is a third suggestion: Schools of education also need to explore more effective ways of capitalizing the contribution subject discipline professors can make to inservice education. The approach to such a contribution is established in preservice teacher education. The approach in inservice education is still largely ad hoc, that is to say, there is no established pattern..... It could be that we are on the brink of a new

era with college subject matter specialists, created by their respect for teachers who are better prepared, their interest in staying employed, and their recognition that teachers collectively have considerable political power. Whatever the reasons, I suggest that schools of education and public school teachers should explore new ways to use academic specialists from the colleges as consultants, informants on new developments in their disciplines, and co-workers in building exciting and stimulating intellectual environments.

A fourth suggestion is that research be made more of a feature in inservice teacher education. If, at first, research has a less than desirable connotation, I would be satisfied with calling it a more systematic approach to teaching. Teachers typically don't have enough time to be highly systematic. Until more time for teachers is available, schools of education can incorporate systematic approaches into programs as a part of inservice education. They can use graduate and research assistance and student teachers to assist teachers in solving problems teachers want to solve.....

I hardly know how to label suggestion number five. It has to do with the linkage between schools of education and public schools. The idea could be highlighted by an internship program -- a carefully supervised, paid year of service following existing programs, a program designed to bridge the gap between preparation and work, between theory and practice, and to assure that adequate help is given the beginners before the full weight of a professional assignment is carried.....

My sixth suggestion again is an idea that is difficult to label, partially because it is nebulous and partly because it is not easy to pin down as strictly a school of education responsibility. The idea grows out of the realization that no effort at inservice education is apt to get very far today unless the organization and schedule of the school are changed. Teachers don't have the time or energy to do much more than they are presently doing..... If inservice education is to become an integral part of the teacher's job it must be moved into the schedule of the day.....

A seventh suggestion has to do with the inservice education of college professors. College professors will need to learn to work in different modes and different settings to contribute to inservice education for school practitioners. It may be important to also mention inservice education for school of education administrators so that reward systems, faculty loads, and faculty expectations might be changed.....

An eighth suggestion is that schools of education consider the need for new types of personnel for inservice education. Some of these should be professionals to staff new institutions like teacher centers and training complexes. Others could be on the order of what the British call advisors. Perhaps some new types need to be created to meet American demands, such as inservice counselors for teachers and other personnel. There may also be new types needed in schools of education. If the university model of school is to be challenged as schools of education become autonomous, perhaps the instructor-assistant-associate-full professor model is inadequate or incomplete. Are field agents, school-college coordinators of inservice education, field research coordinators, etc., needed? .....

There is the need eventually to seek a broader scope for inservice education than any of the institutions or organizations that have a part in it. And you may wonder why as an employee of a teacher organization I haven't said more about teacher organizations. I assure you that I have said a great deal by inference. You will note that I have reflected the beliefs of NEA that inservice staff development should:

- be perceived as an essential and continuous function of a career in teaching and an extension of preservice preparation.
- be established largely on the basis of teacher needs as identified by teachers.
- be planned, governed, and evaluated by teachers and others directly related to the schooling enterprise.
- be integrated into each teacher's professional assignment through negotiated contracts.
- be financed by public funds.

I have also put my emphasis on perceptions of inservice education as they relate to higher education because you are largely a higher education audience. But the most important reason for taking this tack is because I believe time is running out for schools of education in inservice education. If some changes in attitude and function are not made, it could be that the traditional graduate programs will go on in higher education but the main action in inservice education will be handled largely outside the structure of schools of education. I think there is still time for the people in schools of education to make some choices -- choices about who your most prominent colleagues are, choices about the function and role of higher education in inservice education, choices about how and by whom decisions will be made in inservice education.

The shift away from schools of education in inservice education will not be abrupt. It will be gradual and often subtle, but little by little it will be evident that the college and university as an institution is not in the mainstream of inservice education for K-12 personnel. Individual professors will be (they are now) picked off as private consultants, other agencies will contract for specific services to use higher education resources, but in none of these approaches will higher education be a partner.

My last suggestion is that you in higher education encourage changes in schools of education to make them professional schools of the profession, by the profession, and for the profession. The teaching profession is now competent enough, powerful enough, and large enough to control its own destiny. It needs the higher education component, but this segment must be a vital, responsive, cooperative part of the profession ready to deal with pragmatic as well as theoretical problems and ready to align itself with the school people in the mammoth task of improving public education in America.

EXCERPTS FROM THE REACTION TO THE EDELFELT PRESENTATION

Lucille Jordan

...Roy spoke of the interactive needs between colleges and public schools and the changes that certainly must occur in them. I strongly concur with that point and suggest that it is high time for those changes to take place. It is already five minutes to midnight...

...We have talked a great deal about relating theory to practice. Through the years we have verbalized about it; we now need to see more of it in action. We need college professors who will come out and work with us on some of our real honest to goodness problems in inner city instruction.

...Public school teachers need help in career education...how to deal with awareness in the early stages of education, planning the exploration period out in the community, bringing the pupils to the decision making process. One of the books which I am asking folks to read is Alex Frayser's "Adventuring, Mastering, and Associating: New Strategies for Teaching." It is full of excellent ideas for teachers and professors.

...Another area in which teachers need more help from colleges is in multicultural education. We are finding that public school teachers have had more experience in dealing with that area than college professors. We can't find much help...

...We are doing some curriculum revision in the area of moral/ethical/citizenship education. We have looked at Kohlberg's theory of values education, but we need more help.

...Again, we need assistance in helping pupils to develop critical thinking skills; in understanding decision-making processes, and in the use of higher level questioning skills.

...Now if professors and school administrators can't help teachers with their needs - those I have mentioned and many more - then it is time for professors and administrators to have some inservice education so that they can.

...Above all, we need administrators who can handle a systematic plan for instruction, who can develop it, who can sell it, who will support it.

...We need a great deal of help for our administrators, and for all of those with human relations problems.

...We need to look at evaluation in a whole new way...we need help in appraising research.

...Governance is an important consideration; I support group decision making...I know that this morning our schools are full of teachers who are dominated by autocratic principals, and they in turn feel dominated by those faceless administrators who never come to the scene of action. That kind of operation will have to cease. Administrative convenience often indicts the best instruction on the college campus and in the school classroom.

...As we move to improve education, all of us need to recover some of that spark which made us choose this profession instead of some other... Whatever helped us to deal with the problems through the years and sustained us is our greatest strength...let's move out on those strengths...and let's be optimistic about the future.

III. IMPROVING INSERVICE EDUCATION: THE CHALLENGE TO HIGHER ECUCATION INSTITUTIONS*

George W. Denemark

Some Views of Teaching and Teacher Education that Require Serious Reexamination if not Outright Rejection

1. A profession becomes a profession by calling itself one.

   The Commission on Education for the Profession of Teaching of AACTE stressed the importance of a knowledge base or "professional culture," holding that "to fail to develop principles, concepts, and theories, and to validate practice is to restrict the occupation to the level of a craft. . . Without a shared, systematic, and scientific knowledge base for pedagogical decisions. . . teachers remain forever captives of limited personal experience, whether their teachers' or their own." While teaching continues to lack a precise, well-defined professional culture, there is promise of an awakening sense of need for such.

2. We really know what is needed to improve education--all that is lacking are the resources to do the job.

   Such statements made by school system, state department, and university personnel ignore the complexity of the problems we confront and often mistake symptoms and surface remedies for genuine understanding.

3. Teaching, research, and service--the traditional functions of a university, are and ought to remain separate functions.

   Limited resources available to teacher education makes necessary more attention to ways in which teaching, research, and service can reinforce one another rather than being viewed as competing for the same dollars and time.

4. Practitioners in teaching are elementary and secondary classroom teachers--most others are adversaries.

   College based teacher educators need to be viewed as practitioners too, but simply functioning at a different point in the educational enterprise. Encouraging adversary rather than colleague relationships between school and college educators can only weaken the influence of teachers on the educational enterprise.

5. Classroom teachers ought to be involved, but teacher organizations are preoccupied with their own agenda--we know some dedicated teachers we can name to our councils instead of turning to organizations to name representatives.

*The complete manuscript will appear in the March-April 1977 issue of the Journal of Teacher Education.

Such a view is often tempting but it is likely to reduce or eliminate the broad-based commitment of a professional group when their support is needed for long range educational change.

6. Equity demands parity and parity means equal involvement of all concerned in every decision.

   More attention is needed to clarifying where expertise lies in relation to particular educational issues and problems rather than assuming that all will be equally able to contribute to every issue.

7. If "they" don't shape up, we'll just have to go it alone.

   Lack of consensus among teaching professionals results in lack of power base. Many different views expressed by educators often cancel one another out and cause legislators to ignore all of them and turn to others less qualified to advise.

8. Teacher education is an all-university responsibility.

   This position often has prevented building of a significant constituency in the field. Most university administrators look elsewhere for measures of prestige of their institution. Teacher education needs a clientele like agriculture to support its case. But county superintendents say they can do it better and teachers say it wasn't much help--too theoretical.

9. Teacher education is too theoretical.

   Perhaps instead it is not theoretical enough but rather preoccupied with outdated reality.

   Schools of Education are seldom sufficiently practical and reality oriented to please their public school associates. Neither are they sufficiently academically oriented to attain full status with their university colleagues in the liberal arts disciplines. Yet, to properly discharge their liaison between these agencies essential to effective teacher preparation, they must deliberately perpetuate much of this ambiguity.

10. Teacher education is improved as it is transferred to the field.

    Improved opportunities to see teaching ideas in action is important. But there is no magic in field experience. It is not meaningful simply because it is "out there." Rather, it is meaningful as it is carefully planned, structured, interpreted, and linked with theoretical or foundational studies. Contact with reality without the perspective of theory fosters adjustment to what is rather than stimulating realization of what could be.

11. Differences in program and outlook represent a democratic virtue and responsiveness to varying needs.

    Differences often represent breakdowns in communication among professionals. A reluctance to address squarely significant issues

with a commitment to either resolve the differences through study and debate or to recognize that those that exist are properly reflective of significantly different needs or purposes results in proliferation rather than deliberate diversity.

12. Preservice and inservice education are the two principal components of teacher education.

The emphasis of the preservice preparation experiences should necessarily be placed upon generic kinds of knowledge and skills seen as providing a foundation for successful teaching in a specific setting and with particular student characteristics and needs. This has not meant that learning experiences have dealt generally with the responsibilities of teachers, for to do so would deny the contribution which experience in real situations can make to conceptual understandings. Instead, it has been premised upon a recognition of the broad range of specific learning situations teachers encounter, even within a single community or school system, and an effort to identify and focus upon the common threads or principles which run through all of them.

This conception of preservice preparation recognizes the impossibility of situation-specific teacher education conducted outside the context of that unique teaching-learning milieu to which it must adapt. Rather than seeking to prepare individuals precisely for a particular assignment (which neither the institution nor the candidate can predict with any certainty) most preservice preparation programs seek to identify and communicate generic teaching knowledge and competencies and instill values supportive of continuing learning, and encouraging flexibility of teaching approach in order to relate functionally to varying teaching tasks, learning styles, and needs of their students. In most instances such generic knowledge and skill will be transmitted through the use of concrete examples and real situations. But at this point the purpose of the specific is to illuminate the generic.

After employment in a regular teaching position, the key questions asked of the individual change and the character of the professional education carried on must change as well. The questions asked by an employing school system shift from "Has this individual exhibited potential to do the instructional job for our school system which is needed?" to "Has this individual demonstrated on the job in our school system the kind of effectiveness needed to make us confident about retaining that individual and making a long term, perhaps a lifetime commitment?" The school system's judgment is very properly a narrow and situation-specific one, in contrast to the earlier judgment of the training institution and the initial certification process.

One dimension of inservice education is that derived directly from the experience of teaching, the learning that stems from doing the job for which the individual was employed. Another dimension is that which the individual and the school system decide is important to the further development of professional competencies as they apply to the teaching assignment. The culmination of the inservice component

of the teacher's professional development is an education which has enabled that individual to function effectively in the particular school culture to which he has been assigned.

As described by the Comission on Education for the Profession of Teaching,*,

> Continuing professional development reaches beyond the support of beginning teacher efforts to apply teaching knowledge and skills to particular school and community situations. It reaches beyond the meeting of specific school system needs through inservice education. Its function is the development of professional teacher-scholars, capable of high levels of diagnosis and prescription; coordinating the instructional efforts of other professionals and paraprofessional associates; and exercising leadership in school, community, and the profession. Continuing professional development aims at proficiency, at mastery, even at brilliance in the performance of instructional responsibilities.
>
> While the chief responsibility for continuing professional development must rest with the individual teacher and the organized profession, the major vehicle for carrying out professional development objectives still doubtless remains the graduate programs of the colleges and universities, enriched by the collaboration of school systems.

13. Student credit hours represent the best way to allocate resources in higher education.

Program decisions in higher education based on student credit hours have often neglected field service activities and professional development needs that are more specific, shorter term, and less adaptable to conventional schedules and classroom presentation than those which can be met through conventional college classes. The expanding use of continuing education units (CEUs) is encouraging for it could provide a mechanism for reflecting such activity on the transcript of students enrolled, in the work loads of faculty members, and in the budget allocations of units seeking to respond to such needs.

14. Competition among area colleges improves efficiency and stimulates quality.

Pressure to compete causes some institutions to say "You name a problem, we'll make it into a course and give graduate credit for it."

*Robert B. Howsam, Dean C. Corrigan, George W. Denemark, and Robert J. Nash, Educating a Profession, American Association of Colleges for Teacher Education, One Dupont Circle, Washington, D.C. 20036, 1976.

15. Completion of a baccalaureate and an approved TEP should result in continuing certification for an extended period.

A multi-level certification plan is needed. Under such a plan certification upon completion of a preservice program is intended to register an informed professional judgment that an individual has acquired a "safe" level of knowledge and skill sufficient to begin the practice of teaching. Any extension or renewal of that preliminary certification needs to be based upon the individual's demonstrated capacity to apply initial learnings to a specific teaching-learning environment at a level judged satisfactory to professional colleagues.

Continuing certification then, still for a fixed period of time, (perhaps five years with possibilities for renewal or extension) is granted to individuals capable of demonstrating the successful application of generic concepts and principles to a particular environment and who have been enriched by appropriately related professional and academic studies.

Continuing certification should not be attained simply by completing additional formal studies but rather through demonstrated teaching competence enriched by job related studies. To support the continuity of phases of professional development and to insure that continuing certification is not withheld from an individual because of biases or other limiting factors in the judgment of local school system employing officials or teacher colleagues, the review process supporting continuing certification should provide for input from personnel representing training institutions, the state agency, and the organized profession as well as from the school system.

16. Permanent certification should result from the earning of a master's degree or its equivalent.

The culminating stage in the process of professional development in teacher education is designed to produce a teacher-scholar, committed to and capable of exercising instructional leadership in a broad range of educational circumstances. This stage provides experienced teachers with the opportunity for advanced professional development that will undergird their commitment to careers in teaching. Some will focus on the development of specialized skills that are supportive of quality classroom teaching and learning, but hopefully, many will choose to retain a career-long involvement in direct instructional roles with children and youth.

EXCERPTS FROM COMMENTS MADE BY REACTORS TO THE DENEMARK PRESENTATION

Carl Grant
Elizabeth Yancey

Carl Grant

... Your first point related to whether or not education is a profession. The literature, of course, suggests that it is not. We don't even have a language. The point I would like to add is that we do need to become a profession and if we really want to become one, then we need to be sure that the supporting professional culture and knowledge base is multicultural in nature and that it responds to diversity. As we look at inservice, we need to include knowledge about all people.

... I want to comment on your point about research and service in the university. We need to spend time doing research, but we also need to spend time out in the field; we need to have a better marriage between that research and that field experience.

... You mentioned that classroom teachers ought to be involved. I couldn't agree more. If we don't involve classroom teachers, then how would we know what we are doing? We can only become a profession when we begin to involve all parties. And all parties must include the community as well.

... Another point treated differences in the definition of inservice. What we need is a philosophy, a conceptual base for inservice education. I think we are still running around trying to figure out what this is all about.

... You also asked us to reexamine the assumption that teacher education is too theoretical. You were talking about the relationship between teacher education and theory. I agree with you that there needs to be more integration between theory and practice.

... Another assumption which you said needs reexamination is that teacher education improves as it is transferred to the field. I believe it is not so much a matter of moving it to the field as it is moving it together. The school and the university must work together so we are not really moving it from the university to the school -- there needs to be an integration. Simply put, what I am trying to say is that we need to move from planning so much in the university without being out in the field and working with it.

... The last point I would like to make is that as we think about inservice we really need to think about all of the clients in the country. And they include a large number of physically different kids as well as a large number of them who are culturally different.

Elizabeth Yancey

... I could really say as Carl said, "me, too" right on down the list of items mention by the speaker, but I did pick out a few highlights that I would like to comment on and reemphasize, particularly from a public school point of view.

First of all, I kind of feel as if I have an inferiority complex because you have been talking about "those guys" in the public schools. And, you are meeting here to save us. You are going to be our saviors. We have talked about who should participate but I will comment more on that later.... There is one given I think we all agree to, and that is that inservice education is a complex multi-dimensional enterprise.

... It is critical that we link up the resources, both human and material. The money is extremely short. The energies are getting a little tired. The federal monies are beginning to dry up and what is left are meager funds. They say $75 million for Section 532 and that's not really going to go very far.

I heartily agree with your point about the need to <u>not keep separate</u> teaching, research, and service in the university....

I thoroughly agree with the point when you talked about equity and parity. For inservice education, the public schools must be the primary movers. During the past eight years we have had four superintendents in Washington. What we have found out is that everybody says inservice education and staff development are important, but in the turmoil between the Board of Education and the superintendent, inservice education is forgotten. The colleges and universities keep offering help, but because we did not have our own thing together, it was very difficult for them to provide assistance. So I really feel very strongly that the public schools must be the primary movers in this thing we call inservice education.

Certainly I agree that we must have common, central, broad objectives for education..... The mission of the public schools and that of universities and colleges are often very different... but there are some common elements on which we must come together and agree.

... I certainly agree that we have got to have a strong constituency and a power base. Let me give you an example from Washington, D.C. We discovered about eight years ago that 27% of the city budget for education had dropped to 18%. That's a 9% loss of city funds from education diverted to other purposes. When we began to look at that in relation to supporting inservice education, we found out that the police department received 600% more funds for training and inservice education than the public schools.... We keep talking about the fact that we are about the business of educating children and that teachers need assistance, but yet we found that our dollar is instead going to the police force or to some other agency for their training and retraining efforts. Somehow, the public does not feel that educators need reeducation, but that everybody else does need it. We need a power base to influence decision making in the interests of better education.

... There must be a strong commitment to teacher education and inservice education. That commitment must come from the school superintendent. It must come from the Board of Education. In your role as a higher education teacher educator, you've got to have that commitment from the president of the university and from the dean of the school of education. In addition, there must be a strong commitment from the principal(s) of the cooperating school(s) with which you work. Even though the teachers may want to participate, if there is no commitment from these key people, it really never gets done and you don't see a difference.

... One of my concerns about commitment is that very often the two top people meet. Within six months or so later it is a fourth-level meeting. It's a representative's representative at the meeting. Then many of the plans really disintegrate. When I see the fourth level representatives showing up, I really don't feel that there is very much of a commitment on the part of the school or the university.

IV. SUMMARY OF SMALL GROUP DISCUSSIONS

Participants met in small groups during two Institute sessions to discuss: (a) definitions and purposes of inservice education, and (b) higher education's role in inservice education. A summary of the ideas generated by these groups follows.

Definitions of Inservice Education

1. Field-based services delivered after initial certification program of systematic activities promoted or directed by district and designed to increase competencies needed by personnel in the performance of their assigned duties or to be assigned duties.

2. Programs designed to facilitate the continued professional growth of school personnel and increased awareness on the part of the community.

3. Education that takes place concurrently with service and is job related.

4. A process by which an education agency initiates or sponsors programs for the professional development of its personnel.

5. Activities which provide experiences for teachers to update for new trends, skills, certification, and for personal development. Inservice education must include the whole spectrum of educational personnel.

6. Planned services and activities specific to the needs of the client: teachers. It is a life-long, rather than a degree-to-degree process.

Purposes of Inservice Education

The following purposes were mentioned at least once; if more than once, frequencies are noted in parentheses.

1. To improve teacher skills, knowledge, and attitudes (7)

2. To acquire special skills identified by the local school system (2)

3. To improve educational opportunities for all school pupils (3)

4. To increase effectiveness of classroom instruction for all pupils (4)

5. To help schools and teachers respond to changing needs of students and communities (6)

6. To help school personnel advance professionally in terms of advanced certification, salary, tenure (2)

7. To respond to executive/legislative mandated requirements (2)

8. To maintain university jobs

9. To provide continuous professional development of education personnel (5)

10. To provide basis for continuing evaluation and assessment of the teaching process and program needs (4)

11. To provide vehicle for rethinking and improving school climates in the area of human relations, interpersonal skills, attitudes, values.

Questions About Definitions and Purposes of Inservice Education

1. Finance: Who should finance inservice education? Should taxpayers pay for inservice or should individual professionals maintain their own skills?

2. Control/governance: Who is in charge? Who determines the nature and purpose of inservice education? Who should control it?

3. Collaboration: How can inservice efforts be coordinated to increase their impact on teachers and students? What are the roles of teacher organizations, state departments of education, colleges and universities, and special groups in collaborative approaches to inservice education? How are these roles to be defined to ensure cooperation? Must there be an adversary relationship between teacher organizations, IHE's and LEA's for the control of inservice? Is true parity and collaboration really possible?

4. Nature of programs: Who needs inservice education? Whose responsibility is it to define needs to be served by inservice education? Who should initiate needs assessment? How should inservice fit into the long-range plans of the school district?

5. Quality control: How can adequate accountability for quality of inservice be ensured? What protection is there against the "fly-by-night" opportunists? How can we maintain quality control inservice programs in light of cut-throat competition from institutions eager to attract more students? Does inservice education make a difference in the lives of children/adults? What steps should be taken to tell whether or not inservice education really makes a difference? How can inservice programs be improved?

6. Delivery of inservice education: Who can most effectively provide inservice programs? What is the best delivery system? How can we know which delivery systems are better than others? What are the inservice implications of teacher center programs?

7. Management/administration: What are optimal scheduling patterns for busy classroom teachers? How can we move inservice from a credit to a service basis?

8. Knowledge base: How can inservice education contribute to and help modify the supporting knowledge base of the profession? What does the present knowledge base have to say to inservice education?

What I.H.E.'s Can/Should Do To Improve Inservice Education

Opportunities for School Personnel

General

1. Reexamine their missions relative to inservice education and establish master plan for delivering it.
2. Develop departments of school services to serve school districts on a regular, sustained, and systematic basis. Include the field agent concept.
3. Provide for the retooling of university personnel in terms of the nature and characteristics of clients.
4. Create united front with teacher organizations and L.E.A.'s to improve funding opportunities for inservice.
5. Establish effective communication system with teacher organizations, L.E.A.'s and state departments of education.
6. Provide for greater continuity between preparatory and graduate programs through more cooperation within IHE departments.
7. Relate research efforts to inservice education.
8. Change IHE faculty reward system to make staff development a major factor in promotion and teaching load.

Specific

9. Increase options in scheduling, format, and credit arrangements in the delivery of inservice education.
10. Provide assistance in the assessment of needs of individual school personnel.
11. Use instructional team approach to deliver inservice and include classroom teachers on the teams.
12. Include school administrators in all inservice courses/workshops which are designed to change school curriculum/programs.
13. Provide for the interpretation of legislative/court decisions and strategies for dealing with them.
14. Provide for full participation of school personnel in developing inservice programs.

What I.H.E.'s Can/Should Do To Improve Inservice Education

Opportunities for College/University Staff

1. Provide more of the teacher education program in a field setting where there will be more opportunity for cooperative planning and implementation.

2. Shift from individual to collective modes within departments of education so that faculty can learn to plan and deliver curriculum through collaborative approaches.

3. Reduce teaching loads with stipulation that time must be spent in the schools.

4. Assess client needs.

5. Allow funds for faculty to participate in inservice activities for school personnel.

6. Sponsor meetings of college level curriculum specialists to determine what survival skills are needed by beginning teachers in their respective areas of specialization.

7. Reform/change faculty reward systems.

V. RESUMES OF STATE PLANS FOR INSERVICE EDUCATION

Alabama - Truman Pierce and Robert Mayfield

As a pilot, developmental effort, the Alabama continuous professional development program attempted to develop, tryout, evaluate, and refine effective ways and means for ten public school systems, Auburn University, and the State Department of Education to use their unique resources in a unified manner toward the improvement of the quality of teacher education, preservice and inservice. Carrying out this mammoth challenge required the development and implementation of agency interrelationships and mutual responsibility.

A number of persistent and recurring problems historically have hampered the efforts of separate legal autonomous agencies in education to implement a real partnership in the discharge of mutual responsibilities. One such problem was communication barriers. Facilitated communication among independent educational agencies had been virtually nonexistent. This has been caused, at least in part, by inexperience with working together as true colleagues and by adhering uncompromisingly and too frequently to traditional status factors. Another problem has been the collective inability to define adequately and agree upon common purposes and goals. Repeated failure to clarify common values as a necessary antecendent to goal determination has made successful implementation of cooperative programs extremely difficult, if not impossible.

The operational model developed for a continuous professional development program (CPDP) was designed to ameliorate problems recognized previously and other problems inherent in such cooperative ventures. Consistent with the comprehensive nature of the CPDP, a multidimensional model was designed to incorporate the necessary structural, functional, procedural, and product-oriented components. The model, which was tested thoroughly and which proved operationally efficient and effective, consisted of the following elements: 1) A value clarification process for the identification and definition of common purposes and goals to be achieved. 2) A government structure characterized by autonomy of policy development, agency representation to insure parity of policy decision making, and utilization of written bylaws ratified by each participating agency. 3) Program administrative structure and personnel under the policy control of the governing board. 4) A single, unified budget to finance the consortium unified staff development program. 5) Utilization of joint personnel appointees of teacher education institutions and local school systems for coordinating resources, policy, communications, and programs in each participating school system. 6) Utilization of a consortium professional staff for administration, coordination, and evaluation of the total venture. 7) A service delivery system designed specifically to meet identified staff development needs of all first-year and experienced professional employees consisting of professional support teams for individual first-

year employees, group inservice activities for first-year employees, consortium-wide task oriented small group activities for all employees and program resources of combined personnel from all participating agencies. 8) Utilization of prototype forms designed to facilitate planning, programming, reporting, accounting and evaluating consortium staff development activities.

Florida - Louis Morelli

The Florida plan is based on a state legislature mandate which requires that each district develop a comprehensive program of staff development. In accordance with this regulation, an official document known as the District Master Plan for Inservice Education is submitted annually to the Department of Education. This document is a five-year plan which displays in concise format all inservice training activities that are to be conducted during the five-year period.

The purpose of the master plan is to stimulate the development of a series of systematic training activities. These activities are designed to increase the competencies needed by instructional personnel in the performance of their assigned duties and also entitles participants to have their teaching certificates extended after earning 120 points. The district's master plan is reviewed annually to determine if the inservice program meets State Board of Education regulations and the extent to which it meets personnel needs of the district to attain its educational goals.

Georgia - William Leach

In 1974, Georgia initiated a state plan for staff development, based on these assumptions: 1) Staff development should be a continuum throughout the professional life of every educator. 2) Four years of preparation, as reflected in a BA degree, are not sufficient to adequately prepare a teacher. 3) Decisions concerning staff development can best be made locally where emphasis is on the preparation for a professional to operate in a specific job assignment. 4) Staff development should be a part of a comprehensive local plan for education.

Each school system was given the option of using its grant-in-aid funds ($490,000 for 188 school systems) for local staff development and of submitting a plan which included: a local needs assessment, a listing of priority needs, statements of educator competencies required to overcome the needs, and activities designed to provide the needed competencies.

Of the 188 school systems, 186 submitted local plans for staff development which included locally developed seminars and workshops, individualized instruction, and college courses.

A certification renewal procedure is available for school systems which have conducted staff development programs for two years. Approximately 25 systems have such renewal plans underway.

Assessments of the state plan at this point are positive. Higher education institutions have been willing to develop courses tailored to meet local needs. Teachers and administrators appear to be well motivated to participate. Staff development funds have served as seed money which systems have combined with other funds. The State Department has approved only those local programs which appear to be of high quality.

North Carolina - James Valsame

A high percentage of funding of education from state funds and the placement of legal responsibility for inservice education on local boards of education have contributed to development of a comprehensive state approach toward inservice education. State funding of inservice education began in 1961 and has increased several fold in recent years. Several steps have been taken to link state certificate renewal requirements with local legal responsibilities for inservice education, the most recent being local responsibility for renewal from the state standards.

State leadership efforts promote long range, comprehensive staff development at the local level through state allocation of funds for local staff development, regionalization of many state consultant services, and accreditation policies that provide unit wide approval on basis of comprehensive educational planning. The state agency carries out staff development activities that are needed to complement, extend, and enhance local efforts. Provision is made for coordination of state funds, resources and state level priorities through the Office of the Division of Staff Development.

All of these developments have provided the state with a master conceptual framework in embryonic form. The area needing greatest development at present is an adequate evaluation component. The current outlook for further progress is encouraging inspite of tightening state fiscal resources.

VI. RESUMES OF UNIVERSITY AND SCHOOL INSERVICE EDUCATION PROGRAMS

The University Inservice Teacher Education Network

The University Inservice Teacher Education Network is a cooperative effort by the School District of Philadelphia, Philadelphia Federation of Teachers, Philadelphia Association of School Administrators, the Pennsylvania Department of Education and six institutions of higher education: Beaver College, Cheyney State College, the Pennsylvania State University, Temple University, Villanova University and West Chester State College. The director of the project is Dr. Betty B. Schantz, Professor of Early Childhood Education at Temple University.

The network is administered by a Board of Directors representative of the five constituent groups, with members responsible for obtaining "at home" agreements from their respective organizations and/or institutions. After a year long planning process, the network opened September 1976 in cooperation with the Philadelphia Intermediate Unit. During its first year of operation, most of its attention was devoted to working out administrative/management agreements and to the offering of a limited number of inservice education courses.

This model of cooperation between the various constituent groups is envisioned as a beginning effort in a state-wide system of inservice education that will bring instruction closer to meeting the educational needs of classroom teachers and administrators as they themselves describe their educational goals.

Western Kentucky University Teacher Corps Project

Presented by Richard Roberts, this inservice education program features the concept of a training complex. This complex is directing the efforts of Western Kentucky University toward a staff development program which is field-based, individualized, and related directly to the school-wide adoption of an integrated system of success strategies for teachers and students. The four essential elements of this complex are: ongoing needs analysis, ongoing program development, alternative delivery systems for training, and shared governance and management.

Northern Illinois University Model for Clinical Preparation of Teachers

The presentation of this project was made by John Johansen and Howard Swan. The NIU model is predicated on the belief that student teaching and other types of clinical experiences are extremely important components of the undergraduate and graduate programs, and that improving the quality of clinical experiences demands the cooperative efforts of public school and university personnel. The project includes a variety of activities: conferences, workshops, publications, and training programs.

Atlanta City Schools Program

Presented by Lucille Jordan and a panel of classroom teachers, this program features emphasis on curriculum and staff development concurrently. The rationale process is an assessment of where pupils are and with the assistance of their parents, teachers and other interested persons, a determination of the goals that are appropriate for them to attain. Then, whatever training it takes to prepare teachers to deliver that kind of curriculum becomes the staff development program. There is a relationship between objectives and process techniques, and for teachers there is an inextricable tie between curriculum implementation and staff development. The identification of specific competencies, the development and implementation of a needs assessment procedure, and implementation of a staff development prescription constitute the three phases of the teacher competency process developed to bridge the gap between curriculum implementation and staff development.

University of Northern Iowa Program

Presenters for this project were Roger Kueter, Len Froyen and Mrs. Alpha Evans. Sponsored under the umbrella of the Drug Abuse Prevention Program, this project is based on the fundamental concept that the professional preparation of teachers is best served through collaboration and participation with the organized teaching profession. The novice teacher can find a climate which welcomes new ideas and encourages innovative practices if those already in the profession are sympathetic to change and helpful to those who wish to sponsor it. The entire profession can profit from the interplay of ideas and the reciprocity of purposes which emerge from such cooperative activity.

The University of New Hampshire Live, Learn, and Teach Model

Described by Sid Eder, the Live, Learn, and Teach Model is an experimental program at the University of New Hampshire. It is designed for both preservice and inservice education and emphasizes the exploration of alternative learning and teaching approaches in environments which encourage creativity. Major characteristics of the program include: activity-centered learning, collaborative team teaching, community-based education, interdisciplinary curricula, strategies for implementing experimental learning in traditional school structures, multi-age grouping, adventure curricula, supervisory skills, individualized learning, and teacher-student interactive skills.

Project T.E.A.C.H.

Joe Hasenstab presented this project. It is a professional development seminar which bridges the gap between theory and reality in successful classroom management. The primary objective of the project is the internalization of skills and strategies that lead to better teacher behaviors and thus, reduce psychic drain and increase psychic lift. The means used to achieve this objective include training of concentrations in verbal skills, momentum strategies, non-confrontation strategies, motivation strategies, and teacher leadership skills.

VII. PARTICIPANTS' COMMENTS

About the Institute

1. Good program, liked numerous illustrations of variety of programs.
2. The experience pushed us to reexamine our perspectives about inservice education.
3. The conference as a whole was excellent.
4. All of the presentations were good, no dull ones.
5. The general session speakers were well prepared and gave good presentations.
6. The small groups were well structured and the opportunity to exchange ideas was excellent.
7. It was helpful to include NEA, public school, and state department speakers on the program.
8. This institute has helped to identify issues; now let's go on to develop alternatives and solutions---on to action!
9. Small group work was very good, stimulating and interesting. It allowed us to be active participants and encouraged a free flow of ideas.
10. The social hour was excellent. Could we have two in a three-day conference?
11. This struck me as one of the best sessions on inservice education it has been my privilege to attend.
12. The exhibit/resource center provided for a sharing and exchange of ideas.
13. The institute was well organized, variety, and good flow.
14. It was very relaxed, informal, and friendly.--- This helped to get positive interaction from the group.
15. The opportunity to exchange ideas at this institute was excellent.
16. I particularly liked the case study sessions but wish that I could have attended all of them.
17. The attitude, position, image, initial steps of AACTE in leadership in inservice education are most important. Let's continue. This good beginning demands continuation.

Suggestions for Improving Future Institutes

1. Participants should have been helped to develop a "plan of action" to take back to their colleagues for study and implementation. Turn future institutes into workshops/action labs.

2. Include more classroom teachers.

3. Reactors to presentations should give brief statements which address the main presentation.

4. Could summaries of the papers presented be provided?---"I would have plunked down money for every presentation." (We hope that these highlights will be useful to participants.)

5. The conference should have pressed more to use the ideas generated in the small discussion groups - those on the wall charts.

6. Could a packet of appropriate reading materials be mailed to participants in advance of the conference?

7. Where were the female key speakers?

8. I am surprised that there wasn't more input in the conference regarding new teacher center legislation. I primarily attend such conferences in an attempt to keep up with such developments.

9. Questions during the Q-A periods should be limited to two or three minutes so that there can be diversity in the type of questions asked.

10. Perhaps AACTE workshops could model the very elements of inservice we need to develop. Let's plan workshops on (a) innovative and effective inservice strategies, (b) adults as learners, (c) ways of individualizing inservice.

VIII. MEMORANDUM TO THE FACULTY OF THE COLLEGE OF EDUCATION, WRIGHT STATE UNIVERSITY

AACTE leadership training institutes are designed to stimulate dialogue about issues and problems, to suggest solutions to problems, and to provide direction for program improvement. Dean Roger G. Iddings, College of Education, Wright State University, Dayton, Ohio shared with us a copy of his December 27, 1976 memo to the faculty following his participation in this institute. We believe it is an excellent example, not only of the impact of this LTI, but also of the kind of leadership needed in colleges of education. For this reason, excerpts from this memo are incorporated in these highlights.

THE MEMORANDUM

Roger G. Iddings

Introduction

... I found this institute very interesting and feel that the topics discussed have great implications for the College of Education. For this reason I would like to report to interested faculty about what I heard and where I see us headed in this important area. I believe that this has the potential for being the most critical area facing our College at this time in history.

Perspectives and Themes

The following is a list of my perceptions of some of the important points and themes that came out of the conference.

1. Teachers, teacher organizations, and the profession in general, consider inservice education inadequate in its current stage.

2. Historically, we have given priority to preservice education and paid little attention to inservice.

3. Effective inservice education programs cannot be developed without collaboration among all constituencies.

4. Teachers in today's schools are better qualified than ever before. Almost 100% have Bachelor's degrees and approximately 40% have Master's degrees.

5. When colleges of education bought into the university system (as opposed to the older, single purpose institution concept), they also bought into a reward system based upon the needs of other components of the university. This reward system is not always congruent with

the goals of teacher education. We should not attempt to have an "all university" controlled teacher education program. The teacher education program must be controlled by professional educators and practitioners.

6. Inservice education should not be considered an update from preservice education. It is really the next step in the total professional education sequence. Dr. Denemark discussed three stages in teacher education. The first stage was the preservice stage which he called "generic learnings." The second phase, or inservice education, he called "reality education;" and the third phase was continuing professional development which he indicated was "preparation of a teacher scholar." In any case there is a strong feeling in all sectors that teacher education has to be career long.

7. We need to give attention to processes and procedures for adult learning for professionals. There is a danger of using the same strategies in inservice programs that we use for preservice education.

8. We need to find more effective ways of capitalizing on the expertise of the subject matter faculty. To a large extent this resource is totally ignored in our inservice programs.

9. Research and its translation into practice need to become a more important component in the inservice education of teachers.

10. The organization and schedule of schools must be changed to allow the teachers time and energy to learn. It is ridiculous to expect teachers to be effective in professional development after they have completed a full day of energy draining work. Colleges should help accelerate this change.

11. College of education faculty need inservice education to learn to work in different modes, with different processes and substance, and to learn ways of including school practitioners in the planning. A new type of professional personnel is required for inservice education. We need teacher center staff and teacher counselors to do an effective job of working with the practitioners. This may require some joint faculty appointments with both university and school systems.

12. We need to have professional resource centers which serve and are jointly supported by schools and universities.

13. Several states have set up "staff development units," or "continuing education units," or "inservice units." These are used for inservice education programs generally offered by the school district or a state agency. In some cases, e.g., in Pennsylvania a specified number of inservice units coupled with university credit earns a teacher the "Master's equivalency" status for purposes of salary and certification. In some cases, e.g., Florida, conversion formulas have been established for converting university credit to inservice credit. At the present time I know of no case where the inservice credit is converted into university credit. However, it was mentioned as a possibility.

14. A number of states are allocating specific funds to support inservice education and mandating that each district prepare an annual plan of faculty development. In addition, new federal "teacher center" legislation mandates that 90% of the funds must flow through the LEA but provides for a linkage with Higher Education.

15. The point was often made that the United Teaching Profession has a considerable amount of political "clout." It was pointed out that over 63 million people are currently involved in either giving or receiving education in the United States today.

16. A collegial relationship must be established between higher education personnel and teachers. When we get on the "turf" of the teacher, we are no longer the expert. Oftentimes the expertise of what is going to work in the classroom is already in some classroom. Part of the responsibility of higher education is to discover and utilize these resources.

17. There is no doubt that collaboration requires much effort, but it is necessary if institutions of higher education are to continue to be involved in inservice education.....

Reflections on WSU's Inservice Efforts

As I listened to the "case studies" that were presented at this conference, I was struck by the fact that most of the elements included in the programs presented are present in one form or another in our College's efforts to meet this growing need....

The opportunities we currently provide for inservice teachers consist of four distinct types. First, there are our regular, structured Master's degree programs in a variety of fields offered on campus. Second, we have for a number of years responded to inservice needs of teachers and school districts through specially designed inservice projects. These are not regular courses which are repeatedly scheduled but have most generally been designed to meet a particular need after consultation with teachers and administrators in the school districts. In some cases we have had semi-formal advisory groups established in a school district or a county system to do needs assessments and assist in designing the inservice projects. Most often these projects have been supported by teachers through tuition. In a few cases, they have been subsidized or totally paid for by school districts through contracts with our College. A third type with which we have been involved during the past two years is the Teacher Leader Master's offered (off-campus) in selected locations. One other type of inservice effort is worthy of mention here. That is the topical workshop which has broad appeal to the general population of teachers.

Where do we go from here? There are several observations which I believe are pertinent. One, we are currently in the fifth consecutive quarter in which our graduate enrollment shows a decline from the previous year. Two, the teacher population in the surrounding schools has become much more stable, and a higher percentage of those teachers now have Master's degrees.

Three, there seems to be an ever increasing call for inservice work which will provide teachers with specific skills, knowledge and techniques for dealing with the particular problems of the classroom. Four, teacher organizations are becoming more aggressive in their requests for inservice education. Five, when funds are available, boards of education seem to be more receptive to planned inservice education programs, and six, there is a national trend toward a greater emphasis on upgrading classroom teachers through programs of inservice education. This is evidenced by the recent trends in Teacher Corps and legislation supporting the teacher center concept.

It seems to me that our program has to develop along the following lines:

1. The continuation of our present program with greater emphasis on formalizing relationships with school districts.

2. An increased number of locations for the "off-campus Master's."

3. Offering "entry packages" in selected locations of our 11 county service area. By the term "entry package," I mean an identified group of our regular courses which may be offered off-campus and will be applicable to many of our programs. This will make it possible for students in outlying areas to make a significant start in one of our Master's degree programs without an undue hardship.

4. Establish a "teacher center network." In this I see a comprehensive teacher center on campus serving both our preservice and inservice constituency. In addition, I visualize cooperatively supported and controlled satellite teacher centers in a number of settings throughout the surrounding area. These centers will have a representative governing board which will establish the program for each center. Resources for centers will, of necessity be drawn from the schools and the community as well as the University. Associated with the teacher center concept are some very serious questions that we will have to struggle with. Are we willing, and can we legitimately give up some of our control of the work done for academic credit? Is it necessary for us to become involved with some form of continuing education unit (CEU) for some types of inservice work? If we do go with a CEU system, do we want to develop some form of a professional practices degree (PPD)? This raises a wide assortment of problems such as recognition for salary purposes, upgrading and renewal of teaching certificates, and a host of other considerations.

Conference Conclusions

One thing I noticed at the conference was that there seemed to be a considerable amount of apprehension on the part of people in higher education. This was accentuated by Roy Edelfelt's statements that:

> Time is running out for schools of education. Unless there are changes, inservice education will gradually be handled outside of higher education. The teaching profession is now large enough, strong enough, and willing to take over.

I feel that this apprehension is a serious mistake. This is a time for bold leadership. The role of higher education in inservice education is an important one, but it requires our initiative to establish this role and to give direction to the future. In my opinion, if we are creative--if we are committed--if we are willing to give up some of our control--if we do not consume all of our energies with our own introspection--the future of the college of education is bright.

On the other hand, if we are so apprehensive and insecure that we become rigid, and if we focus on ourselves as individuals rather than on what is good for the total system, I am afraid that when "push comes to shove" we will be left out. It is my firm opinion that what is good for the College is good for each of us individually. We will have success through the cooperation and the commitment of all within the College and through collaboration with all other constituencies of the educational profession.

RGI:hfr

December 27, 1976

Roger G. Iddings
Dean
College of Education
Wright State University
Dayton, Ohio

EPILOGUE

THE HANDWRITING IS ON THE WALL:

"Time is running out for higher education in inservice education."

"It's already five minutes before midnight."

WHAT IS YOUR AGENDA
FOR ACTION?

APPENDIX A

ROSTER OF PROGRAM PERSONNEL

Carol Barnes. 5211 Berks Street, Philadelphia, Pennsylvania 19143

Randal Bauer, Region Inservice Coordinator, Education Building, Room 524 Harrisburg, Pennsylvania 17126

William Brodsky, Principal, Bustheton Elementary School, Bowler and Hoff St. Philadelphia, Pennsylvania 19115

Don D'Amico Principal, Conwell Middle School, Jasper and Clearfield, Philadelphia, Pennsylvania 19134

Father Jack Deagan, Vice President, Villanova University, Villanova, Pennsylvania 19085

George Denemark, Dean, College of Education, University of Kentucky, Lexington, Kentucky 40506

Roy Edelfelt, Professional Associate, NEA, 1201 16th Street, N. W., Washington, D. C. 20036

Sid Eder, Assistant Professor/Coordinator Live, Learn & Teach Program, University of New Hampshire, Morrill Hall, Durham, New Hampshire 03824

Mrs. Alpha Evans, Junior High School Teacher, Cedar Falls, Iowa 50613

Len Froyen, Head, Department of Educational Psychology, University of Northern Iowa, Cedar Falls, Iowa 50613

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Appendix B

THE INSTITUTE PROGRAM

Tuesday Nov. 30

Orientation Session for Program Personnel

Wednesday Dec. 1

Registration and Coffee Hour in Resource Center

General session to give brief overview of the Institute and the day's activities

Co-Chairpersons..... Shirley Bonneville, Karl Massanari

Small group meetings to discuss definitions and purposes of inservice education

Coffee break/post flip charts/study charts

"The School of Education and Inservice Education"
.... Roy Edelfelt
Reactor .... Joe Richardson
Question-answer period

Lunch

Case Studies: State Plans
Alabama .... Truman Pierce, Bob Mayfield
North Carolina .... James Valsame
Georgia .... William Leach
Florida .... Louis Morelli
Question-answer period

Social Hour

Thursday Dec. 2

General Session

"Inservice Education: Perceptions, Purposes and Practices" .... Herbert Hite
Reactor .... Lucille Jordan
Question-answer period

Case Studies: Higher Education and School Based
Four concurrent sessions:

University Inservice Teacher Education Network of Pennsylvania.... Betty B. Schantz, Chairperson and panel

Western Kentucky University Teacher Corps Project .... Richard Roberts

Northern Illinois University Model for Clinical Preparation of Teachers
.... John Johansen, Howard Swan

Atlanta City Schools Program
.... Lucille Jordan, Chairperson and panel

Lunch

Repeat of the four concurrent sessions

Case Studies: Specialized Programs
Three concurrent sessions

Project T.E.A.C.H.
.... Joe Hasenstab

University of New Hampshire: Live, Learn and Teach Model .... Sid Eder

A Collaborative Model at the University of Northern Iowa .... Len Froyen, Mrs. Alpha Evans, and Roger Kueter

Friday
Dec. 3

General Session

Small group meetings to discuss higher education's role in inservice education

"Improving Inservice Education Programs: The Challenge to Higher Education Institutions"
.... George Denemark

Reactors .... Carl Grant
Elizabeth Yancey

Question-answer period

Institute evaluation

Adjournment